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ABSTRACT

This document contains samples of work specific curricula for the basic level (I) and advanced level (II) of the safety section of the Auburn University (Alabama) Demonstration project in adult education. The samples consist of instructor manuals and student books. Content of each instructor manual--one for level I and another for level II--includes readability tests, introduction, three lessons matched with basic competency skills, actual copies of workplace materials that were used in the development of the curriculum and that are referenced to the applicable lesson, individualized education plan, materials on additional learning methodology, section evaluation with answer key, and listing of supplementary materials for remedial work. The student book for level I contains samples of curriculum materials for the three lessons on safety and housekeeping, machine adjustments, and machine safety. The student book for level II contains sample curriculum materials for lessons on housekeeping, a safe work environment; machine adjustments; and safety and compressed air. Objectives, vocabulary, and exercises are included in each student book. (YLB)

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ED 361 574

A WORK SPECIFIC CURRICULUM PROJECT
SPECIAL 353 DEMONSTRATION PROJECT IN ADULT EDUCATION

Alabama State Department of Education
Division of Federal Administrative Services Adult Education Program

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CE 064576

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Donahue and Thach

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WORK SPECIFIC CURRICULUM PROJECT

SAFETY SECTION I

This is a Special 353 Demonstration project in adult education; conducted by the Department of Vocational and Adult Education at Auburn University in Auburn, Alabama. It was designed to produce a basic skills workplace curriculum that would assist Russell Corporation in improving productivity. The curriculum design included five sections and two levels, basic and advanced, on (a) safety, (b) work specific vocabulary, (c) job related forms, (d) statistical process control, and (e) teamwork.

Samples of the curriculum and instructor manuals for Section I on safety are available. This curriculum is intended to be used as a model for other workplace curriculum projects.

A LAND-GRANT UNIVERSITY

CURRICULUM OUTLINE

CURRICULUM OUTLINE

1. Safety Section

   a. Student Book (Level I)
   b. Instructor Manual (Level I)
   c. Student Book (Level II)
   d. Instructor Manual (Level II)

2. Work Specific Vocabulary Section

   a. Student Book (Level I)
   b. Instructor Manual (Level I)
   c. Student Book (Level II)
   d. Instructor Manual (Level II)

3. Job Related Forms

   a. Student Book (Level I)
   b. Instructor Manual (Level I)
   c. Student Book (Level II)
   d. Instructor Manual (Level II)

4. Statistical Process Control Section

   a. Student Book (Level I)
   b. Instructor Manual (Level I)
   c. Student Book (Level II)
   d. Instructor Manual (Level II)

5. Teamwork Section

   a. Student Book (Level I)
   b. Instructor Manual (Level I)
   c. Student Book (Level II)
   d. Instructor Manual (Level II)

SAFETY SECTION INSTRUCTOR MANUAL
LEVEL I (BASIC)

COMPANY NAME
INSTRUCTOR MANUAL CONTENT

1. Readability Tests

2. Safety Section Introduction

3. Lessons Matched With Basic Skills Competency

4. Actual Copies of Work Specific Literature

5. Individualized Education Plan (IEP)

6. Additional Teaching Methodology

7. Section Evaluation & Answers

   Distribute a copy of the evaluation to each student after they have completed the 8 safety lessons. Although this evaluation is not a timed instrument it should be completed during normal class hours.

   The Section Evaluation results should be sent to the following address:

   Auburn University
   Sallie D. Averitt, Ed.D.
   Department of Vocational and Adult Education
   Donahue and Thach
   Auburn University, Alabama 36849-5529

8. A Listing of Supplementary Materials for Remedial Work

READABILITY TESTS FOR SAFETY SECTION
LEVEL I (BASIC)

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION

METHOD

GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

1. Gunning's Fog Index indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.

2. Flesch-Kincaid Score indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.

3. Flesch Reading Ease Score indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

   The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. Flesch Reading Ease Grade Level indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL I

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 1

Document Statistics:

Words 184 (Frames and graphics were omitted)

Syllables 113

3-Syllable words 6

Readability Statistics:

Gunning's Fog Index 5.7

Flesch-Kincaid Score 3.5

Flesch Reading Ease Score 82.0

Flesch Reading Ease Grade Level 6.8

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL I

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 7

Document Statistics:

Words 176 (Frames and graphics were omitted)

Syllables 135

3-Syllable words 8

Readability Statistics:

Gunning's Fog Index 6.3

Flesch-Kincaid Score 4.2

Flesch Reading Ease Score 78.0

Flesch Reading Ease Grade Level 7.2

INTRODUCTION ON SAFETY LESSONS
LEVEL I (BASIC)

COMPANY NAME
INTRODUCTION ON SAFETY LESSONS

The Safety Section contains adult-oriented instruction materials for Russell Corporation employees. It was designed to teach accident prevention and work safety.

The academic skill content of this book was determined by topics provided by Russell Corporation. These topics were thought to be essential teaching materials. Topics included (a) application of safety measures, (b) recognition of safety symbols, (c) identification of safety symbols with meanings, (d) safety and proper clothing, (e) safe machine operation, and (f) machine transportation and installation safety.

Samples of workplace materials used in the development of the curriculum were included in this manual. These samples were referenced to the applicable lesson.

LESSONS AND COMPETENCY SKILLS
LEVEL I (BASIC)

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 3
The following competencies were included:

R1.1 Recognizing common words and meanings.

R2.1 Identifying factual details and specifications within text.

R5.1 Using common knowledge for safety.

R5.2 Applying preventative measures prior to task to minimize problems.

R7.2 Making inferences from text.

RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard
situations.

W4.1 Writing brief, descriptive accounts of activities or transactions performed.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 5
The following competencies were included:

R1.1 Recognizing common words and meanings.

R3.2 Locating pages, titles, paragraphs, figures, or charts needed to answer questions or solve problems.

R4.3 Identifying similarities and differences in objects.

R5.1 Using common knowledge for safety.

R5.2 Applying preventative measures prior to task to minimize problems.

R7.2 Interpreting codes and symbols.

RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard
situations.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 8
The following competencies were included:

R1.1 Recognizing common words and meanings.

R2.1 Identifying factual details and specifications within text, and determining the main idea of a paragraph or section.

R5.1 Using common knowledge for safety.

R5.2 Applying preventative measures prior to task to minimize problems.

R7.2 Making inferences from text.

RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard
situations.

WORK SPECIFIC MATERIALS
LEVEL I (BASIC)

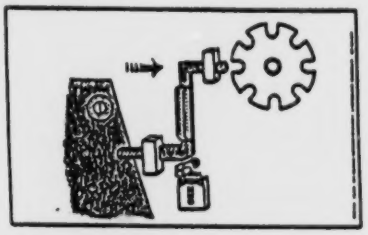
COMPANY NAME

SAMPLES OF WORK SPECIFIC LITERATURE

Copies of work related materials used to develop the content for lesson 5:

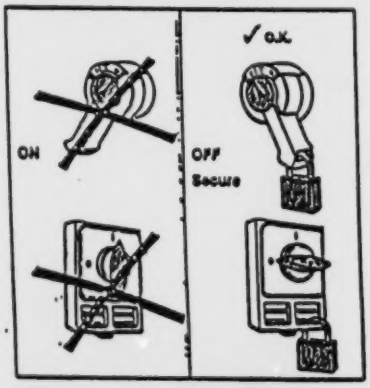
RIETER	Safety at work and accident prevention	D - 56 / 7

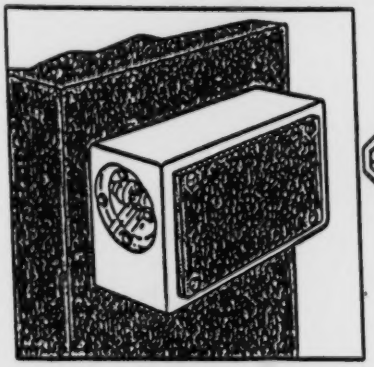
4.5. Mechanical locking



Devices of this type must not be removed or altered.

4.6. Securely attached covers, windows etc.





Covers which are screwed on may only be removed when:

- The main switch is switched off and secured.
- The machine is completely idle.
- The covers must be replaced before the machine is started.

0891

COMPANY NAME
SAMPLES OF WORK SPECIFIC LITERATURE

Copies of work related materials used to develop the content for lesson 5:

MAY-10-1993 13:47 FROM RUSSELL CORP PERS TO 8070656333179 P.01

WORKING WITH COMPRESSED AIR

Compressed air is essential to the operation of a yarn manufacturing plant. Compressed air is "stored energy". It is used to provide a source of energy for many machines and tools. Compressed air is used to control fresh air in plant air conditioning systems. It is also used in cleaning and "blow-down" of equipment.

Compressed air can be dangerous and should not be taken lightly. Listed below are some reminders for working with and around compressed air:

1. Wear eye protection and a dust mask when using an air hose to clean or "blow-down" equipment.
2. Roll-up or secure air hoses in some manner after use.
3. Never use an air gun without a proper nozzle in place.
4. Do not clean clothing or your body with compressed air.
5. Turn off the air control valve after using compressed air.
6. Report any damaged or leaking air hoses, valves, guns, or nozzles to your supervisor.

Compressed air is essential to the operation of your plant. Use your personal protective equipment and follow safe work practices when using compressed air.

INDIVIDUALIZED EDUCATION PLAN (IEP)
LEVEL I (BASIC)

COMPANY NAME

INDIVIDUALIZED EDUCATION PLAN INSTRUCTIONS

1. The employee level is identified as either I or II. This section is classified as Level I.

2. Each time an employee completes a lesson, the instructor should make certain the Individualized Education Plan (IEP) is properly filled in. This form is located at the beginning of each student book.

3. After the completion of Lesson 8, the employee is to be given a Section Evaluation. If the employee does not achieve an 80% mastery level remedial education is recommended. Sources, although not all inclusive, are listed at the end of the instructor manual.

COMPANY NAME

INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER _ _ _ - _ _ - _ _ _ _

SECTION SAFETY LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Work Clothes					
LESSON 3 Safety and Housekeeping					
LESSON 4 Safety Symbols					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown Switch					
LESSON 7 Safety and Machine Manuals					
LESSON 8 Machine Safety					
EVALUATION LESSONS 1-8	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

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OTHER LEARNING METHODOLOGY
LEVEL I (BASIC)

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 3

1. Words to know

Example: Instruct the students on how to work with a dictionary. Then, allow time for them to practice looking up the lesson words.

Example: Ask the students to observe how the words are syllabified. Explain to them that careful observation of the syllables will help them spell and pronounce the words correctly.

Example: Introduce the topic of "understanding root words." Illustrate this concept by using the words from lessons 1 and 2 -- protection, infection, clothing.

Example: Discuss prefixes. The word prefix means "put before." It is a syllable placed in front of a word to change its meaning. For example, common prefixes and meanings include *de-*, *dis-*: from, down, away, or opposite. Instruct the students to underline the prefixes of lesson words.

Example: Introduce suffixes. Illustrate this concept by using one of the lesson words, e.g., infection. This is a common suffix that means: *tion = act of or state of (noun)*. Instruct the students to circle the suffixes of lesson words.

Example: Try to bring together the discussions on prefixes, roots, and suffixes. Explain to the students that words are made up of these parts, and that different combinations of these parts make different words. The root is the main part that gives the word its basic meaning, but this meaning is changed by adding another part to the beginning or to the end of the root -- prefix or suffix.

Example: Students might write sentences using all the words. After writing the sentences, ask them to underline the subjects and predicates.

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 3 (continued)

Resource - Gateways to Correct Spelling. Steck-Vaughn.
Resource - Reading Skills For Adults (Red). 1986. Steck-Vaughn.
Resource - Vocabulary Connections. Steck-Vaughn.
Resource - Developing Reading Skills. (1990). Steck-Vaughn

Example: Instruct the students to alphabetize the "Words to know" in Lessons 1, 2, and 3.

Example: Introduce the topic of compound words. Use words from the lessons, for example, housekeeping, workplace, ashtrays, bathrooms, etc.

2. Safety and Housekeeping

Example: Ask the students to write an essay on safety and housekeeping. Instruct them to use the vocabulary words in Lesson 3. Provide the topic sentence for them. Resource: Teaching Adults to Write. Author: Foresman Scott. 1986. Glenview, IL: Scott, Foresman and Company, Lifelong Learning Division. (800-323-5482).

Example: This would be a good time to talk about sentence structure (e.g., parts of speech, compound sentences, sentence fragment, etc.), grammar usage (e.g., subject and verb agreement, use of pronouns, etc.), punctuation (e.g., commas, semicolons, apostrophes, etc.), and capitalization. Resource: Developing Writing Skills. Steck-Vaughn.

Example: Copy the Housekeeping Inspection Form at the end of this section and distribute a copy to each student. Instruct the students to fill out the form and mark the items while walking through the plant. Discuss the areas on the form that were marked ***not ok***.

Example: Assist each student in figuring the percentage of items he marked ***not ok*** on the Housekeeping Inspection Form. Compare percentages.

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 5

1. Words to know

Example: Refer to Lesson 3

Example: See how many words the students can derive from the two words, adjustment and secure.

2. Machine adjustment and the main switch

Example: Tour the plant and give a demonstration of proper machine adjustment as it relates to the main switch function.

3. A √ or an X

Example: Discuss the significance of the markings √ versus X. List things students might see with an X, such as a marking on poison, a wrong answer, a railway crossing, etc. Next, list things students might see with a √, such as a check mark on an attendance book for being present, a to-do-list checked off as the chores are completed, a correct answer, etc.

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 8

1. Machine safety

Example: Tour the plant and locate the rotary sections of a machine.

Example: Ask the students to share safety rules that they feel are the most important, and let them explain why.

Example: Discuss what safety gear is needed for each employee's job. Ask the students to explain why this equipment is necessary.

Example: Make a list of employee jobs and a second list that identifies what safety gear is needed. Instruct the students to match jobs with the safety gear.

2. Following directions and instructions on the job

Example: There is a "fun" exercise on following directions in Book 2 of Classroom Quickies. Author: Anita Harnadek. 1978. Pacific Grove, CA: Critical Thinking Press & Software. (800-458-4849)

3. Ask learners to write an essay on safety and compressed air. Encourage employees to read their essay to other class members. Discuss each essay -- content.

SECTION EVALUATION
LEVEL I (BASIC)

COMPANY NAME
SECTION EVALUATION SAMPLE

Directions:
Circle the letter of the best answer.

1. Your body's defense against loud noise is:

   A. a limited hearing loss.

   B. deafness.

   C. a decreased attention span.

   D. a headache.

2. Safety rules at work include all the following except:

   A. Do not wear loose clothing.

   B. Long hair must be protected.

   C. Tools must be carried in shirt pockets.

   D. Ties should not be worn.

3. To practice good housekeeping at work you need to:

   A. stack cartons, furniture, or equipment in aisles away from the machine.

   B. report electrical equipment that has damaged wiring.

   C. leave file drawers open where others might use the contents.

   D. tell someone to wipe up spills or pick up trash.

COMPANY NAME
SECTION EVALUATION SAMPLE

Directions:
Circle the letter of the best answer.

11. Which one of the following safety rules is <u>not</u> true when working with or around compressed air?

    A. Roll up and secure air hoses after use.

    B. Do not turn off the air control valve after you use compressed air.

    C. Do not clean your clothes or your body with compressed air.

    D. Report damaged or leaking air hoses, valves, guns, or nozzles to your supervisor.

12. Compressed air is:

    A. stored energy.

    B. not used in cleaning and "blow-down" of equipment.

    C. safe and should not be taken seriously.

    D. used to clean clothing.

COMPANY NAME
SECTION EVALUATION SAMPLE

ANSWER KEY

1. B
2. C
3. B
4. C
5. A
6. B
7. D
8. D
9. C
10. D
11. B
12. A

Please return this evaluation to:

Auburn University
Sallie Averitt, Ed.D.
Department of Vocational & Adult Education
Donahue & Thach
Auburn University, AL 36849-5529

SUPPLEMENTARY MATERIALS
LEVEL I (BASIC)

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3

Work specific curriculum co..elated to Russell Corporation software:

(a) Reading for Meaning
Content: Reading More than the Words
Core I (Russell Corporation)
Level II (IBM Reference Guide)

(b) Make a Word
Content: Roots, Prefixes, and Suffixes
Core I (Russell Corporation)
Level II (IBM Reference Guide)

(c) Punctuation
Content: First Words, End Marks
Core I (Russell Corporation)
Level II (IBM Reference Guide)

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) Ready to Work: Winning at the Job Game
Wiser. 1991. Teacher's Guide available.

Competency number 4.1.6 - Interpret general work-related vocabulary (e.g., experience, swing shift)

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918

(b) Practical English
Owen. 1990.
Chapter 12

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Fearon/Janus/Quercus
500 Harbor Boulevard
Belmont, CA 94002
(800) 877-4283

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(c) Workwise: Tactics for Success
Wiser. 1991. Teacher's Guide available.
Section 9,11

Competency number 4.4.4 - Interpret job responsibilities and performance reviews

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5

Work specific curriculum correlated to Russell Corporation software:

(a) Reading for Meaning
Content: Reading More than the Words
Core I (Russell Corporation)
Level II (IBM Reference Guide)

(b) Make a Word
Content: Roots, Prefixes, and Suffixes
Core I (Russell Corporation)
Level II (IBM Reference Guide)

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) Practical English
Owen. 1990.
Chapter 12

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Fearon/Janus/Quercus
500 Harbor Boulevard
Belmont, CA 94002
(800) 877-4283

(b) Ready to Work: Winning at the Job Game
Wiser. 1991. Teacher's Guide available.

Competency number 4.1.6 - Interpret general work-related vocabulary (e.g., experience, swing shift)

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 8 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) Practical English
Owen. 1990.
Chapter 12

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level I (AU Work Specific Curriculum / Basic Level)

Level A & B (CASAS - Basic)

Fearon/Janus/Quercus
500 Harbor Boulevard
Belmont, CA 94002
(800) 877-4283

(b) Ready to Work: Winning at the Job Game
Wiser. 1991. Teacher's Guide available.

Competency number 4.1.6 - Interpret general work-related vocabulary (e.g., experience, swing shift)

Level I (AU Work Specific Curriculum / Basic Level)

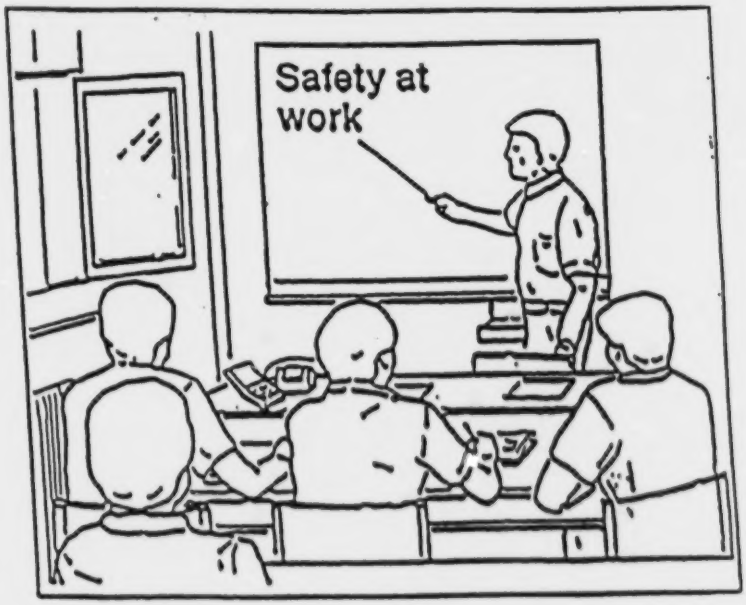
Level A & B (CASAS - Basic)

Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
(800) 621-1918

SAMPLE OF CURRICULUM
STUDENT BOOK -- SAFETY SECTION
LEVEL I (BASIC)

COMPANY NAME
SAFETY SECTION CONTENT

Lesson 1	Safety and Hearing	1
Lesson 2	Safety and Work Clothes	4
Lesson 3	Safety and Housekeeping	7
Lesson 4	Safety Symbols	11
Lesson 5	Machine Adjustments	17
Lesson 6	Emergency Shutdown Switch	21
Lesson 7	Safety and Machine Manuals	25
Lesson 8	Machine Safety	28



COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN

NAME_____

SOCIAL SECURITY NUMBER _ _ _ - _ _ - _ _ _ _

SECTION SAFETY LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL %	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Work Clothes					
LESSON 3 Safety and Housekeeping					
LESSON 4 Safety Symbols					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown Switch					
LESSON 7 Safety and Machine Manuals					
LESSON 8 Machine Safety					
EVALUATION LESSONS 1-8	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 3
Recognizing cause and effect

- Using common knowledge for safety
- Applying preventative measures prior to task to minimize problems

Safety and Housekeeping

In a safe workplace, housekeeping is everyone's job. Every employee looks out for unsafe conditions that could cause injury.

Words to know:

- **aisle** a passage for inside traffic
- **dispose** to get rid of
- **report** statement of conditions, occurrences, events
- **close** to shut
- **sanitary** free from filth or infective matter (clean)

Lesson 3

YOUR SAFETY NEWS - COMPANY NAME

HOUSEKEEPING ... IT'S EVERYONE'S JOB!

Good housekeeping at work includes the following items:

1. Pick up any trash you see and clean up spills.
2. Do not stack cartons, furniture, or equipment in aisles.
3. Close file drawers when you are finished with them.
4. Report electrical equipment that has bad wiring.
5. Report torn or ripped floor coverings.
6. Use ashtrays to dispose of smoking materials.
7. Keep kitchens and bathrooms neat and sanitary.

Lesson 3

List ways you can help in keeping your work area safe. Try to write these without looking at the preceding pages.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

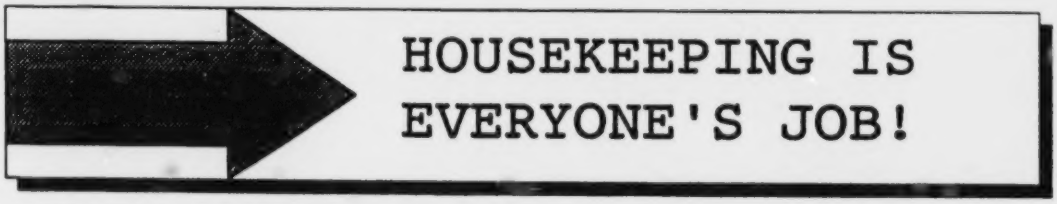
_____

7. _____

_____

_____

Lesson 3



Directions: Circle the letter(s) of the correct answer.

Hint: There may be more than one answer.

1. The machine surfaces, floor, creel, drafting area, and can doffing areas should be kept clean or free of:

   A. cotton dust

   B. lint

   C. tags

   D. noise

Lesson 5
Recognizing cause and effect

- Using common knowledge for safety
- Applying preventative measures prior to task to minimize problems
- Selecting appropriate course of action in emergency

Machine Adjustments

The main switch on the machine must be turned ***off*** and secured before any adjustments are made.

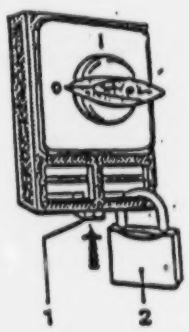
Words to know:

- **adjustment** to fix, adapt, or set right (to alter so as to make efficient or more effective)
- **secure** free from danger or loss

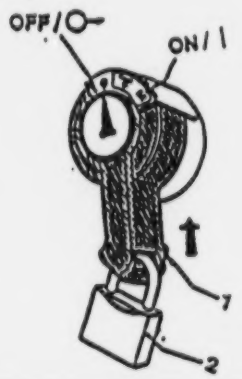
Lesson 5

Review the following pictures & steps.

- Set main switch to "0"(off position)
- Press slide switch (1)
- Secure with padlock (2)

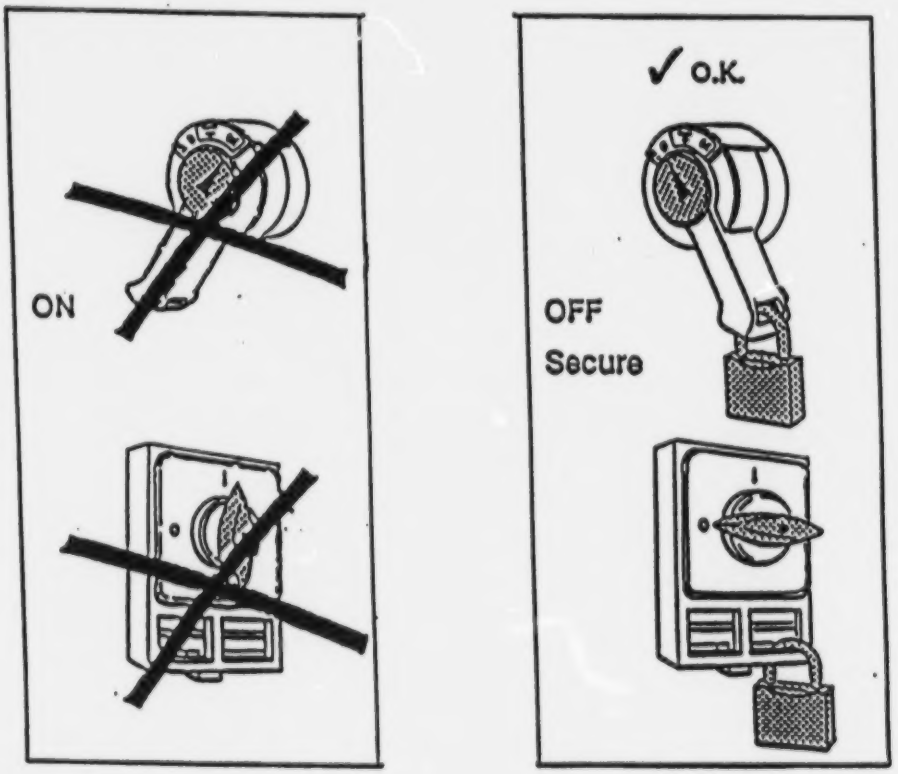


- Set main switch to "off" position
- Push slide switch (1) in the direction of arrow
- Secure with padlock (2)



Lesson 5

Circle the picture that shows the correct machine setting when machine adjustments are being made.



JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 5

1. When machine adjustments are being made the main switch should be: (Circle the correct letter)

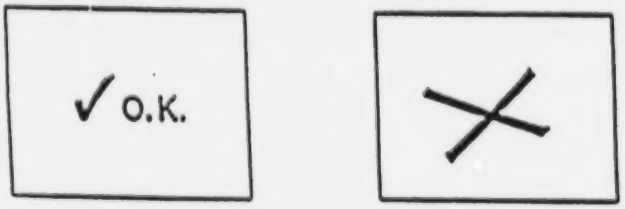
   a. turned to the <u>on</u> position.

   b. set in between the <u>on</u> and <u>off</u> position.

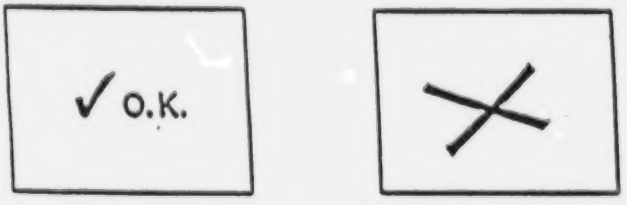
   c. turned to the <u>off</u> position.

   d. ignored (passed over without giving due attention).

2. Circle the symbol used in making machine adjustments when the main switch is turned to the <u>off</u> position.



3. Circle the symbol used when making machine adjustments. The main switch is turned to the <u>on</u> position.

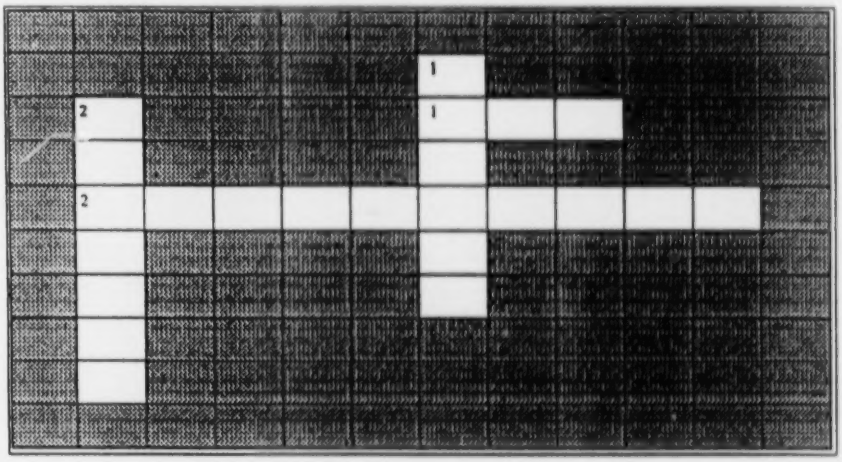


JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 8

MACHINE SAFETY AND WORKING WITH COMPRESSED AIR

Directions: Fill in the word puzzle. Word meanings are listed below. You may use a dictionary.



ACROSS

1. Mixture of gases surrounding the earth; oxygen
2. To squeeze together; condense

DOWN

1. Free from danger
2. A combination of mechanical or electrical parts; lapper

YOU MAY CHOOSE WORDS FROM THIS LIST TO COMPLETE THE PUZZLE

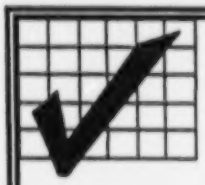
SAFETY DANGEROUS LAPPERS AIR MACHINE COMBER COMPRESSED COMPACT

BEST COPY AVAILABLE

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 8

MACHINE SAFETY AND WORKING WITH COMPRESSED AIR



Compressed air is needed in the operation of the plant. Use protective equipment and follow safety rules when using compressed air.

6/1993
Page 37

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 8

MACHINE SAFETY AND WORKING WITH COMPRESSED AIR

Directions: Read the text below about safety and working with compressed air. Circle words you do not know or understand. Write these words and meanings in your vocabulary notebook.

Compressed air can be dangerous. Employees should be careful when working with or around compressed air. The following list includes safety rules about compressed air:

1. Wear eye protection and dust masks when you use an air hose to clean or "blow-down" equipment.

2. Roll up and secure air hoses after use.

3. Do not use an air gun without the right nozzle in place.

4. Do not clean your clothes or your body with compressed air.

5. Turn off the air control valve after you use compressed air.

6. Report damaged or leaking air hoses, valves, guns, or nozzles to your supervisor.

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 8

MACHINE SAFETY AND WORKING WITH COMPRESSED AIR

Compressed air is air under pressure greater than that of the atmosphere.

Atmosphere is the mass of air surrounding the earth.

1. List several ways you use compressed air while at work:

_____

_____

_____

_____

_____

2. List safety rules you follow when working with or around compressed air:

_____

_____

_____

_____

_____

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 8

MACHINE SAFETY AND WORKING WITH COMPRESSED AIR

Directions: Place a √ mark beside each statement below that is true. Mark an **X** on the line for each statement that is false. The first statement has been marked.

1. __√__ Compressed air is needed in the operation of a yarn manufacturing plant.

2. _____ Compressed air is stored energy.

3. _____ Compressed air does not provide a source of energy for machines and tools.

4. _____ Compressed air controls fresh air in the plant air conditioning system.

5. _____ Compressed air is used in cleaning and "blow-down" of equipment.

COMPANY NAME
ANSWER KEY -- SAMPLE

ANSWER KEY
SAFETY SECTION

Lesson 1:
1. Deafness

2. I can protect my hearing by wearing ear plugs.

3. I should make certain my hands are clean.

Lesson 2:
1. X

2. T

3. T

4. X

Lesson 3 P. 9:
Answers will vary

Lesson 3 p. 10:
1. A, B, & C

Lesson 4 p. 15:
1. D

2. B

3. A

COMPANY NAME
ANSWER KEY -- SAMPLE

ANSWER KEY
SAFETY SECTION

Lesson 8 p.36

1. (across) air
2. (across) compressed
1. (down) safety
2. (down) machine

Lesson 8 p. 39

1. Answers may vary
   Sample answer: Compressed air is used to clean and "blow-down" equipment.

2. Answers may vary
   Sample answer:
   a. Wear eye protection and dust masks when you use an air hose to clean or "blow-down" equipment.
   b. Do not clean clothes or body with compressed air.
   c. Roll up and secure air hoses after use.
   d. Report damaged or leaking air hoses, valves, guns, or nozzles to employee supervisor.

Lesson 8 p. 40

1. √
2. √
3. X
4. √
5. √

SAFETY SECTION INSTRUCTOR MANUAL
LEVEL II (ADVANCED)

RUSSELL CORPORATION
INSTRUCTOR MANUAL CONTENT

1. Readability Tests

2. Safety Section Introduction

3. Lessons Matched With Basic Skills Competency

4. Actual Copies of Work Specific Literature

5. Individualized Education Plan (IEP)

6. Additional Teaching Methodology

7. Section Evaluation & Answers

   Distribute a copy of the evaluation to each student after they have completed the 9 safety lessons. Although this evaluation is not a timed instrument it should be completed during normal class hours.

   The Section Evaluation results should be sent to the following address:

   Auburn University
   Sallie Averitt, Ed.D.
   Department of Vocational and Adult Education
   Donahue and Thach
   Auburn University, Alabama 36849-5529

8. A Listing of Supplementary Materials for Remedial Work

READABILITY TESTS FOR SAFETY SECTION
LEVEL II (ADVANCED)

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION

METHOD

GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

1. Gunning's Fog Index indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.

2. Flesch-Kincaid Score indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.

3. Flesch Reading Ease Score indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

   The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. Flesch Reading Ease Grade Level indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL II

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 1

Document Statistics:

Words 144 (Frames and graphics were omitted)

Syllables 136

3-Syllable words 13

Readability Statistics:

Gunning's Fog Index 10.3

Flesch-Kincaid Score 6.6

Flesch Reading Ease Score 67.6

Flesch Reading Ease Grade Level 8.2

COMPANY NAME
READABILITY TESTS FOR SAFETY SECTION
LEVEL II

METHOD
GUNNING'S FOG INDEX, FLESCH-KINCAID SCORE, FLESCH READING EASE SCORE, AND FLESCH READING EASE GRADE LEVEL

Lesson 8

Document Statistics:

Words 1041 (Frames and graphics were omitted)

Syllables 886

3-Syllable words 81

Readability Statistics:

Gunning's Fog Index 10.2

Flesch-Kincaid Score 7.3

Flesch Reading Ease Score 62.5

Flesch Reading Ease Grade Level 8.8

INTRODUCTION ON SAFETY LESSONS
LEVEL II (ADVANCED)

COMPANY NAME
INTRODUCTION ON SAFETY LESSONS

The Safety Section contains adult-oriented instruction materials for Russell Corporation employees. It was designed to teach accident prevention and work safety.

The academic skill content of this book was determined by topics provided by Russell Corporation. These topics were thought to be essential teaching materials. Topics included (a) application of safety measures, (b) recognition of safety symbols, (c) identification of safety symbols with meanings, (d) safety and proper clothing, (e) safe machine operation, (f) machine transportation and installation safety, and (g) compressed air.

Samples of workplace materials used in the development of the curriculum were included in this manual. These samples were referenced to the applicable lesson.

LESSONS AND COMPETENCY SKILLS
LEVEL II (ADVANCED)

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 3
The following competencies were included:

R1.1 Recognizing common words and meanings.

R4.2 Selecting parts of text or visual materials to complete a task.

R5.1 Using common knowledge for safety.

R5.2 Applying preventative measures prior to task to minimize problems.

R7.2 Making inferences from text.

RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 5
The following competencies were included:

R1.1 Recognizing common words and meanings.

R4.3 Identifying similarities and differences in objects.

R5.1 Using common knowledge for safety.

R5.2 Applying preventative measures prior to task to minimize problems.

R5.3 Selecting appropriate course of action in emergency.

R6.8 Identifying details, labels, numbers, parts of an illustration, parts from a key or legend.

R7.2 Making inferences from text; interpreting codes and symbols.

RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.

COMPANY NAME
LESSONS AND BASIC COMPETENCY SKILLS

Lesson 9
The following competencies were included:

R1.1 Recognizing common words and meanings.

R2.1 Identifying factual details and specifications within text, following sequential directions to complete a task, and determining the main idea of a paragraph or section.

R5.1 Using common knowledge for safety.

R5.2 Applying preventative measures prior to task to minimize problems.

R7.2 Making inferences from text; interpreting codes and symbols.

RS.3 Applies commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form; deals with problems involving several concrete variables in or from standard situations.

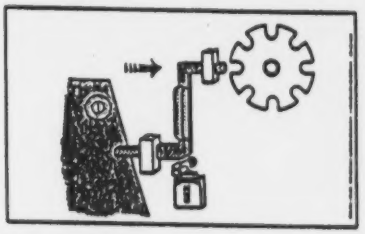
WORK SPECIFIC MATERIALS
LEVEL II (ADVANCED)

COMPANY NAME
SAMPLES OF WORK SPECIFIC LITERATURE

Copies of work related materials used to develop the content for Lesson 5:

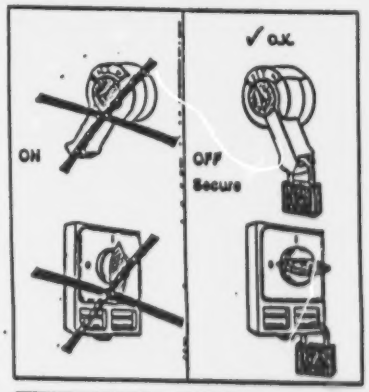
RIETER	Safety at work and accident prevention	D - 55 / 7

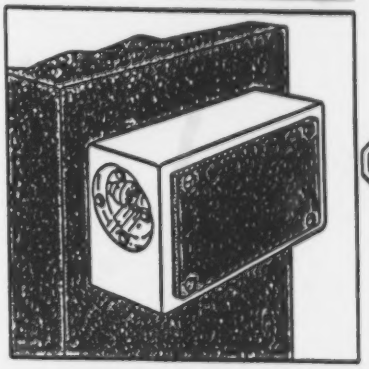
4.5. Mechanical locking



Devices of this type must not be removed or altered.

4.6. Securely attached covers, windows etc.





Covers which are screwed on may only be removed when:

The main switch is switched off and secured.

STOP

The machine is completely idle.

The covers must be replaced before the machine is started.

0891

COMPANY NAME

SAMPLES OF WORK SPECIFIC LITERATURE

Copies of work related materials used to develop the content for lesson 9:

MAY-10-1993 13:47 FROM RUSSELL CORP PERS TO 8870656331?9 P.01

WORKING WITH COMPRESSED AIR

Compressed air is essential to the operation of a yarn manufacturing plant. Compressed air is "stored energy". It is used to provide a source of energy for many machines and tools. Compressed air is used to control fresh air in plant air conditioning systems. It is also used in cleaning and "blow-down" of equipment.

Compressed air can be dangerous and should not be taken lightly. Listed below are some reminders for working with and around compressed air:

1. Wear eye protection and a dust mask when using an air hose to clean or "blow-down" equipment.

2. Roll-up or secure air hoses in some manner after use.

3. Never use an air gun without a proper nozzle in place.

4. Do not clean clothing or your body with compressed air.

5. Turn off the air control valve after using compressed air.

6. Report any damaged or leaking air hoses, valves, guns, or nozzles to your supervisor.

Compressed air is essential to the operation of your plant. Use your personal protective equipment and follow safe work practices when using compressed air.

INDIVIDUALIZED EDUCATION PLAN (IEP)
LEVEL II (ADVANCED)

COMPANY NAME

INDIVIDUALIZED EDUCATION PLAN INSTRUCTIONS

1. The employee level is identified as either I or II. This section is classified as Level II.

2. Each time an employee completes a lesson, the instructor should make certain the Individualized Education Plan (IEP) is properly filled in. This form is located at the beginning of each student book.

3. After the completion of Lesson 9, the employee is to be given a Section Evaluation. If the employee does not achieve an 80% mastery level remedial education is recommended. Sources, although not all inclusive, are listed at the end of the instructor's manual.

COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER _ _ _ - _ _ - _ _ _ _

SECTION SAFETY LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Clothing					
LESSON 3 Housekeeping					
LESSON 4 Safety Symbols and Meanings					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown					
LESSON 7 The Main Switch					
LESSON 8 Machine Transportation and Installation					
LESSON 9 Safety and Compressed Air					
EVALUATION LESSONS 1-9	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

OTHER LEARNING METHODOLOGY
LEVEL II (ADVANCED)

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 3

1. Housekeeping and safety

Example: Copy the Housekeeping Inspection Form at the end of this section and distribute a copy to each student. Instruct the students to fill out the form and mark the items while walking through the plant. Discuss the areas on the form that were marked ***not ok***.

Example: Ask each student to figure the percentage of items he marked ***not ok*** on the Housekeeping Inspection Form. Compare percentages.

2. Writing exercise

Example: Write an essay on housekeeping and whose responsibility it is at work, as well as at home. Evaluate the students' writing skills and, if necessary, discuss various facets of language, e.g., sentence construction, punctuation, parts of speech - nouns, verbs, adjectives, adverbs, pronouns, conjunctions etc. Resource: Teaching Adults to Write. Author: Foresman Scott. 1986. Glenview, IL: Scott, Foresman & Company, Lifelong learning Division. (800-323-5482)

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 5

1. Machine adjustment and the main switch

Example: Tour the plant and give a demonstration of proper machine adjustment as it relates to the main switch function.

2. A √ or X

Example: Discuss the significance of the markings √ versus X. List things students might see with an X, such as a marking on poison, a wrong answer, etc. Next, list things students might see with a √, such as a check mark on an attendance book for being present, a to-do-list checked off as the chores are completed, a correct answer, etc.

COMPANY NAME
ADDITIONAL LEARNING METHODOLOGY

Lesson 9

1. Compressed Air

Example: Ask the learners to write an essay on the dangers of using compressed air. Instruct them to include in their essay safety measures used when working with or around compressed air.

Example: Instruct each learner to prepare a visual, e.g., poster, banner, transparencies, etc. These will be used in conjunction with essay readings and discussion.

Example: Encourage the learners to read aloud their essay. Discuss (as a group) the essay content.

SECTION EVALUATION
LEVEL II (ADVANCED)

COMPANY NAME
SAFETY SECTION EVALUATION

Directions: Circle the letter of the best answer.

1. The body's natural defense against loud noise is:

   A. indifference.

   B. a decreased attention span.

   C. deafness.

   D. a limited hearing loss.

2. To practice good housekeeping at work you need to:

   A. stack cartons, furniture, or equipment in aisles away from the machine.

   B. report electrical equipment that has damaged wiring.

   C. leave file drawers open where others might use the contents.

   D. tell someone else to wipe up spills or pick up trash.

3. Which safety symbol means there is a possibility of machine damage or technical fault if rules are broken?

   A. B. C. D.

COMPANY NAME
SAFETY SECTION EVALUATION

Directions: Circle the letter of the best answer.

10. Before cleaning a machine you should:

    A. make certain the machine is idling.

    B. turn the machine off; however, it is not necessary to lock out the power.

    C. turn the machine off and lock out its power.

    D. tell anyone working on the machine that you will be cleaning it while they continue to work.

11. Which one of the following safety rules is <u>not</u> true when working with or around compressed air?

    A. Roll up and secure air hoses after use.

    B. Report damaged or leaking air hoses, valves, guns, or nozzles to your supervisor.

    C. Wear only dust masks when using an air hose to clean or "blow-down" equipment.

    D. Never use an air gun without a proper nozzle in place.

12. Compressed air is:

    A. only used to clean equipment.

    B. not *essential* to the operation of a yarn manufacturing plant.

    C. used to control fresh air in the plant air conditioning system.

    D. not dangerous.

COMPANY NAME
SAFETY SECTION EVALUATION

ANSWER KEY

1. C
2. B
3. A
4. D
5. D
6. A
7. D
8. D
9. A
10. C
11. C
12. C

Please return this evaluation to:

Auburn University
Sallie Averitt, Ed.D.
Department of Vocational & Adult Education
Donahue & Thach
Auburn University, AL 36849-5529

SUPPLEMENTARY MATERIALS
LEVEL II (ADVANCED)

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3

Work specific curriculum correlated to Russell Corporation software:

(a) Punctuation
Content: First words, end marks, and commas
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(b) Reading for Meaning
Content: Reading More than the Words
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(c) Reading for Information
Content: Reading Arguments
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) Survival Sourcebook - A Living Skills Guide
Hunzeker & others. 1982. pp. 103-105

Competency number 3.4.2 - Identify safety measures that can prevent accidents or injuries

Level II (AU Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Contact, Inc.
P.O. Box 81826
Lincoln, NE 68501-1826
(402) 464-0602

(b) Workforce Literacy for JOBs 2000
Book 1 - Margulies. 1991.

Competency number 4.1.6 - Interpret general work-related vocabulary, e.g., experience, swing shift, etc.

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 3 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(c) Workforce Literacy for JOBs 2000
Book 2 - Margulies. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)
Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

(d) Reading for Workplace Success
Park, Olson, Oldham. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Paradigm Publishing International
7500 Flying Cloud Drive
Eden Prairie, MN 55344

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5

Work specific curriculum correlated to Russell Corporation software:

(a) Punctuation
Content: First words, end marks, and commas
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(b) Nouns, Verbs, Adjectives, etc.
Content: Parts of Speech
Core III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(c) Combining Sentences
Core II
Levels III & IV (IBM Reference Guide)

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) On-The-Job
(Series of 5 texts) Schultheis. Book 1. Getting Along At Work. 1988.

Competency number 4.3.1 - Interpret safety signs found in places of training, in employment, and in public buildings

Level II (AU Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Media Materials, Inc.
1821 Portal Street
Baltimore, MD 21224
(800) 638-1010

(b) Workforce Literacy for JOBs 2000
Book 1 - Margulies. 1991.

Competency number 4.1.6 - Interpret general work-related vocabulary, e.g., experience, swing shift, etc.

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 5 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(c) Workforce Literacy for JOBs 2000
Book 2 - Margulies. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Education Design Inc.
1937 Grand Avenue
Baldwin, NY 11510
(800) 645-3739

(d) Reading for Workplace Success
Park, Olson, Oldham. 1991.

Competency number 4.4.3 - Recognize and use occupational signs, charts, forms, and written directions

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

Paradigm Publishing International
7500 Flying Cloud Drive
Eden Prairie, MN 55344

COMPANY NAME

SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 9

Work specific curriculum correlated to Russell Corporation software:

(a) Reading for Meaning
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(b) Reading for Information
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

(c) Punctuation
Content: First words, end marks, and commas
Core II & III (Russell Corporation)
Levels III & IV (IBM Reference Guide)

COMPANY NAME
SUPPLEMENTARY MATERIALS PROVIDED FOR REMEDIAL WORK

Lesson 9 (continued)

Work specific curriculum correlated to CASAS (Comprehensive Adult Student Assessment System) curriculum materials - 1992 Edition:

(a) Workforce Literacy for JOBs 2000
Book 1 - Margulies. 1991.

Competency number 4.1.6 - Interpret general work-related vocabulary, e.g., experience, swing shift, etc.

Level II (Au Work Specific Curriculum / Advanced Level)

Level C & D (CASAS - Advanced)

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SAMPLE OF CURRICULUM
STUDENT BOOK -- SAFETY SECTION
LEVEL II (ADVANCED)

RUSSELL CORPORATION
SAFETY SECTION CONTENT

Lesson 1 Safety and Hearing 1

Lesson 2 Safety and Clothing 4

Lesson 3 Housekeeping, A Safe Work Environment 6

Lesson 4 Safety Symbols and Meanings 8

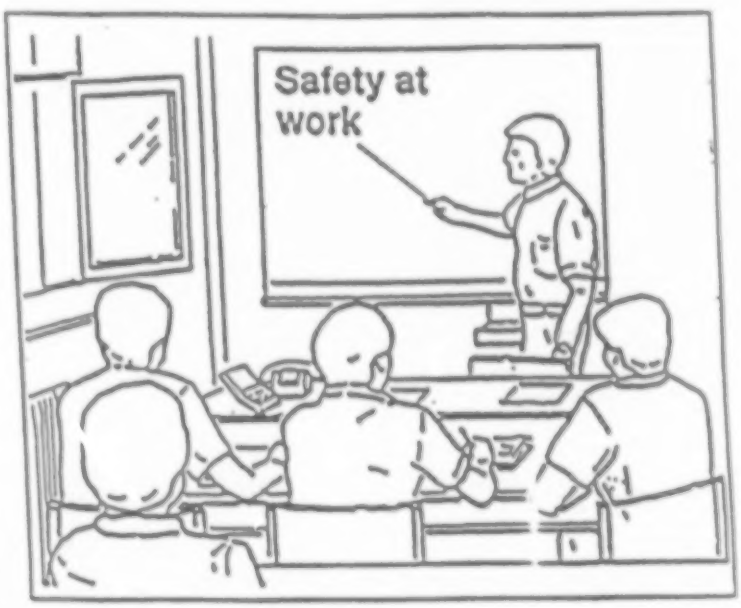
Lesson 5 Machine Adjustments 11

Lesson 6 Emergency Shutdown 14

Lesson 7 The Main Switch 16

Lesson 8 Machine Transportation and Installation 18

Lesson 9 Safety and Compressed Air 33



COMPANY NAME
INDIVIDUALIZED EDUCATION PLAN

NAME _____

SOCIAL SECURITY NUMBER _ _ _ - _ _ - _ _ _ _

SECTION SAFETY _____ LEVEL _____

LESSONS ON SAFETY SECTION	DATE STARTED	DATE COMPLETED	# CORRECT/TOTAL	INSTRUCTOR COMMENTS	INITIAL
LESSON 1 Safety and Hearing					
LESSON 2 Safety and Clothing					
LESSON 3 Housekeep-ing					
LESSON 4 Safety Symbols and Meanings					
LESSON 5 Machine Adjustments					
LESSON 6 Emergency Shutdown					
LESSON 7 The Main Switch					
LESSON 8 Machine Transporta-tion and Installation					
LESSON 9 Safety and Compressed Air					
EVALUATION LESSONS 1-9	DATE OF EVALUATION	Mastery Level: 80% Standard #correct/total	Instructor Recommendation:		
SECTION EVALUATION					

Lesson 3
Recognizing cause and effect

- Using common knowledge for safety
- Applying preventative measures prior to task to minimize problems

Your Safety News

Housekeeping ... It's Everyone's Job!

How many times have you walked down an aisle at work, noticed a piece of garbage or a spill on the floor, and walked right by it without doing anything? You easily could have picked up that piece of trash or wiped up that spill, but you thought it "wasn't your job."

Now, how many times have you tripped on a piece of trash or slipped on a puddle? At least once, right?

There's a connection here: that puddle you slipped on is the same one someone (maybe even you, yourself) failed to wipe up because it "wasn't his or her (or your) job."

In a safe workplace, housekeeping is everyone's job. In a safe workplace, every employee looks out for unsafe conditions that could cause injury; and every employee takes those few extra minutes to correct the problem.

To practice good housekeeping at work, you need to do the following:

- PICK UP any trash you see lying around and wipe up spills.
- DON'T stack cartons, furniture, or equipment in aisles.
- CLOSE file drawers when you are done with them.
- REPORT any electrical equipment that has damaged wiring.
- REPORT any torn or ripped carpeting or floor coverings.
- USE ashtrays to dispose of smoking materials.
- KEEP kitchens and bathrooms neat and sanitary.

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Lesson 3

Directions:
Read the preceding page and answer the following questions in the space provided. Write your answers in complete sentences.

1. In your own words, what is the ***connection*** referred to in the third paragraph?

2. Whose job is it to pick up trash or wipe up a spill?

3. List ways that you can practice good housekeeping at work. Try to write the list without referring to the previous page.

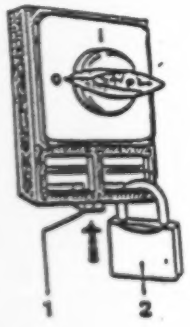
Lesson 5
Recognizing cause and effect

- Using common knowledge for safety
- Applying preventative measures prior to task to minimize problems
- Selecting appropriate course of action in emergency

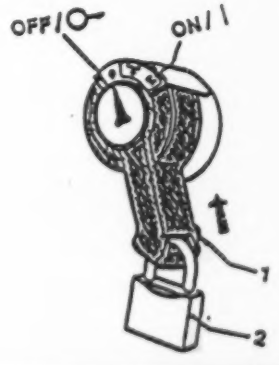
Machine Adjustments

The main switch must be switched *off* and secured before any adjustments are carried out. Review the following charts and procedures.

- Set main switch to "0"(off position)
- Press slide switch (1)
- Secure with padlock (2)

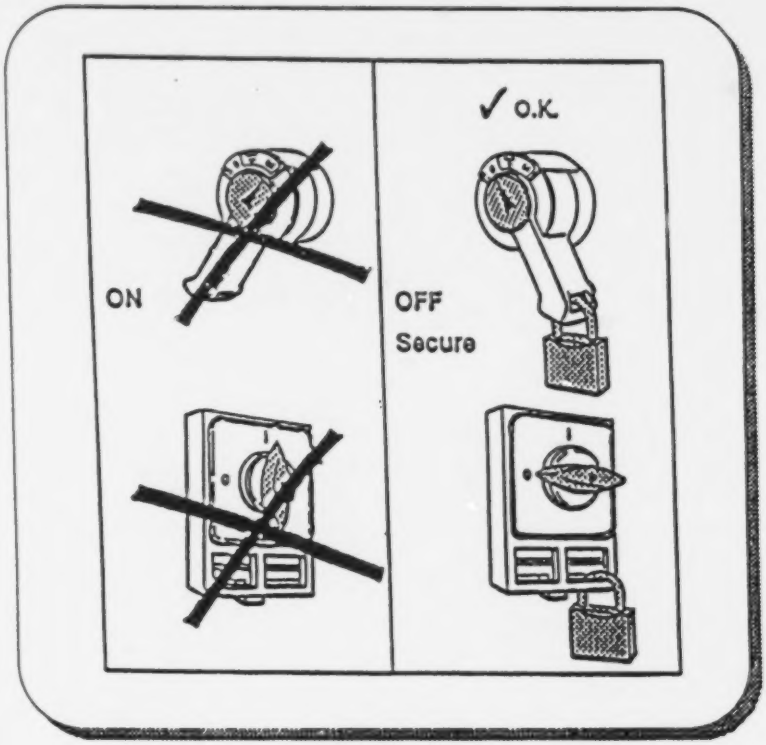


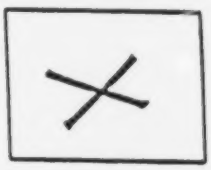
- Set main switch to "off" position
- Push slide switch (1) in the direction of arrow
- Secure with padlock (2)

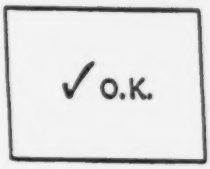


Lesson 5

Assume machine adjustments are being made. Explain in your own words what each of the illustrations below mean. Include in your answer the significance of the symbols displayed on the charts? Write your answer on the following page.







JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 5

11/1992
Page 13

Lesson 9

SAFETY AND COMPRESSED AIR

Compressed air is essential to the operation of a yarn manufacturing plant.

Compressed air is ***stored energy***.

Compressed air is used to provide a source of energy for many machines and tools.

Lesson 9

SAFETY AND COMPRESSED AIR

Compressed air is used to control fresh air in the plant air conditioning systems.

Compressed air is also used in cleaning and "blow-down" of equipment.

Lesson 9

SAFETY AND COMPRESSED AIR

Compressed air can be *dangerous* and should not be taken lightly. Listed below are some reminders for working with and around compressed air:

- Wear eye protection and a dust mask when using an air hose to clean or "blow-down" equipment.
- Roll-up or secure air hoses in some manner after use.
- Never use an air gun without a proper nozzle in place.
- Do not clean clothing or your body with compressed air.
- Turn off the air control valve after using compressed air.
- Report any damaged or leaking air hoses, valves, guns, or nozzles to your supervisor.

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 9

SAFETY AND COMPRESSED AIR

Compressed air is essential to the operation of the plant. Use your personal protective equipment and follow safe work practices when using compressed air.

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 9

SAFETY AND COMPRESSED AIR

Directions: Answer the following items about safety and compressed air.

1. Define compressed air: _____

_____

_____

_____

_____

2. List several ways you use compressed air at work: _____

_____

_____

_____

_____

3. List safety rules you should follow when working around compressed air: _____

_____

_____

_____

_____

JOB TASKS INSTRUCTIONAL MATERIALS
COMPANY NAME

Lesson 9

SAFETY AND COMPRESSED AIR

Directions: Place a √ beside each statement that is true. Mark an X on the line for each statement that is false.

1. ____ Compressed air is stored energy.

2. ____ You may use an air gun without a proper nozzle in place.

3. ____ Employees should report any damaged or leaking air hoses, valves, guns, or nozzles to their supervisors.

4. ____ Compressed air may be used (with a proper nozzle) to clean clothing or your body.

5. ____ Compressed air does not provide a source of energy for machines and tools.

6. ____ Do not turn off the air control valve after using compressed air.

7. ____ Roll-up and secure air hoses in some manner after use.

8. ____ Wear only eye protection when using an air hose to clean or "blow-down" equipment.

9. ____ Compressed air is **not** used in the cleaning and "blow-down" of equipment.

10. ____ Wear a dust mask when using an air hose to clean or "blow-down" equipment.

11. ____ Wear eye protection when using an air hose to clean or "blow-down" equipment.

12. ____ Compressed air controls fresh air in the plant air conditioning system.

ANSWER KEY
SAFETY SECTION

Lesson 1:

1. The body's natural defense against loud noise is deafness.

2. Hearing loss can be avoided by wearing hearing protection, such as ear plugs.

3. I should make certain my hands are clean because dirt in the ear canal can cause infection.

4. Some of the signs of hearing loss include not being able to hear normal conversation, either in person or on the telephone, or having a ringing sound in your ear.

(Use discretion in grading these questions -- answers may vary)

Lesson 2:

1. Answers will vary

2. Items (b) (d) and (e) should be marked with an "X"

Lesson 3:

Answers to 1,2, and 3 will vary. Use discretion in grading these items.

Lesson 4:

1. F
2. A
3. E
4. G
5. D
6. B
7. C

ANSWER KEY
SAFETY SECTION

Lesson 9: (p. 37)

1. Answers may vary.
   However, the term "stored energy" should be included in the definition.

2. Answers may vary.
   Sample answers: Compressed air is used to provide a source of energy for many machines and tools. It is used in cleaning and "blow-down" of equipment.

3. Answers may vary.
   Sample answers:
   a. Wear eye protection and a dust mask when using an air hose to clean or "blow-down" equipment.
   b. Roll-up or secure air hoses in some manner after use.
   c. Never use an air gun without a proper nozzle in place.

Lesson 9: (p. 38)

1-12 Answers: (1)√ (2)X (3)√ (4)X (5)X (6)X (7)√ (8)X (9)X (10)√ (11)√ (12)√